



Unit 2

History

Grade 4

Students will

- understand the concepts of time and chronology
- understand human influence in shaping communities, states, and nations
- understand how human needs, issues, and events influence past and present
- understand that the past influences the future
- *understand purposes of government
- understand democratic principles
- analyze information
- understand the human-environment interactions



Lsn #9:

The Chamizal Story

Engage: capture the student's attention, stimulate their thinking and help them access prior knowledge

Subject Area:
Social Studies
Reading

Time Required:
One or two 45 min class periods

Skills:
Observation and description
Comparing and Contrasting
Critical thinking
Vocabulary development

Materials needed:
Chamizal Story Book
chart tablet or chalkboard to
build background knowledge

Guiding Questions:

- What sort of lessons can we learn from the Chamizal National Memorial?
- Is the Chamizal National Memorial park worth preserving?

The Lesson:

If possible, acquire a copy of the Chamizal Story CD or video to pre-view with your class before the lesson.

1. Open the lesson by asking students if they have ever visited the park. Establish what is already known (may use the KWL strategy here) and present some vocabulary such as

border
boundary
bancos
dispute
survey
treaty
erosion
avulsion
channel
monument

Ask children to look for these words in the text.

2. After viewing the history of the Chamizal, hand students copies of The Chamizal Story student workbook. Read text as students follow along in book.
3. Allow time for students to complete workbook activities

Lsn #10:

Flip Book History

Explore: give students time to think, plan, investigate, and organize collected information

Subject Area:
Social Studies
Reading

Time Required:
One or two 45 min class periods

Skills:
Observation and description
Comparing and Contrasting
Critical thinking
Comprehension
Literary concepts-sequence
Literary response

Materials needed:
Chamizal Story Book
Flip book masters
colored paper
scissors
stapler
pencils

Guiding Questions:

- How have people of the past contributed and influenced the nation.
- How have weather patterns,natural resources, seasonal patterns and natural hazards affected settlement patterns?

The Lesson:

Before reintroducing Chamizal story, copy blackline masters onto colored paper. Remember to have enough copies to create a model for demonstration purposes.

1. Present the model flipbook as a modified timeline. It will sequence, however from present day to 1860s.
2. Review events in story. Model sequencing of events progressing from last page of booklet to first as you read again through story. Hand out black line masters, scissors and staplers.
3. Carefully cut out black line masters and stack in chronological order. Staple together in booklet form. Instruct students to follow along using their flipbook as they review the events of the Chamizal Agreement. Allow time for students to jot down in their own words the pertinent points on their flipbook so they may use it later to re-tell the story.
4. Using their flipbook, ask students to re-tell the story to the class.

Lsn #11:

Time Line



Extend: give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real world situation

Subject Area:
Social Studies
Math
Reading

Guiding Questions:

- How can visual sources like timelines help us understand information quickly?

Time Required:
One 45 min class period

Skills:

Observation and description
Comparing and Contrasting
Critical thinking
Comprehension

Materials needed:

Chamizal Story Book
Time line worksheet

The Lesson:

1. Activate prior knowledge. Talk with children about how people measure time. Help them generate a list of time units: seconds, minutes, hours, days, years, months. Introduce the time line as a way people show the order of when things happened. Review events in story. Set up sequence graphic organizer on chart tablet. Hand out black line masters.
2. Ask students to use their Chamizal Story Activity book as a reference tool to discover the events that are missing on the timeline. Record the necessary information in the empty boxes
3. Assess their understanding by asking some of the following questions:
 - How are the events in the timeline organized?
 - In what year was the Guadalupe Hidalgo treaty signed?
 - What happened in 1864?
4. You may decide to extend this lesson to include a timeline of important events of the student's life. For this activity you may want to provide the student with some adding machine paper upon which the student may record the dates most important to their growth from infant, to toddler, to second grade student. This tape can then be mounted onto poster paper using pictures to illustrate indicated entries. Information should demonstrate a clear understanding of sequence.

Lsn #12:

Cause/Effect

Explain: give students time to analyze their explorations, understanding will be clarified and modified through reflective activities

Subject Area:
Social Studies
Reading

Time Required:
One 45 min class period

Guiding Questions:

- How can understanding causal relationships help students explore the world around them?
- How can comprehension be improved by finding the cause/effect relationships in texts?

Skills:

Observation and description
Comparing and Contrasting
Critical thinking
Comprehension
Collaboration

The Lesson:

Before reintroducing Chamizal story, copy blackline masters.

1. Activate prior knowledge. Determine whether students understand concept of cause-effect relationships by creating a T-chart on the board and then pantomime different causal relationships to be recorded on the chart. Some relationships to act out and record could be:

Open the window

shiver

Pour a glass of water

turn glass over+spill it out

Flick light switch

light goes on (or off)

Materials needed:

Chamizal Story Book
Cause/Effect BLM

Have students share some ideas and have them act them out. Remind students that the CAUSE is what makes something happen, the EFFECT is what actually happens as a result of the cause.

2. Distribute BLM and have students find cause/effect relationships already recorded on worksheet. Have students assist you in discovering one of the missing effects before attempting to complete the assignment.
3. Allow time to complete task. Provide opportunities for students to share answers.
4. Extend. Challenge students to discover more cause/effect relationships. Share these with the class.

Lsn #13:

Decision Mapping

Extend: give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real world situation

Subject Area:
Social Studies
Reading

Time Required:
One 45 min class period

Skills:
Observation and description
Comparing and Contrasting
Critical thinking

Materials needed:
Chamizal Story Book
Decision Mapping BLM

Guiding Questions:

- How can we use the lessons of diplomacy illustrated in the story of the Chamizal to help us make sound decisions in our own lives?
- What steps do good citizens carefully go through when trying to solve problems?
- Why is it so important to think of different ways to solve problems?

The Lesson:

Before applying the Decision making process to the Chamizal events, have students work on solving a local problem using the five-step plan. Model the process on the board.

1. Introduce process. Select a piece of literature to connect the decision making process such as the Three Little Pigs or City Mouse and the Country Mouse. In the Country Mouse story for example, the character must decide whether to stay with his City Mouse cousin or return once more to his simple life in the country. Use one of these literature examples and fill out the decision making prompt for students
An example of the process using the 3 Little Pigs story would look something like this
 1. We need to build a house
 2. We can build it out of straw, sticks, or bricks.
 3. One pig buys straw and builds his house , a second pig buys sticks and builds his house, and the third pig builds his out of bricks
 4. a) The straw house is build quickly and very cheaply, but it its very flimsy and not very secure. The wolf can blow it down easily
 - b) The house of sticks is also very quick and cheap to build, but it is also very weak and the pig is soon out in the cold.
 - c) Although the bricks were very expensive and the house took a long time to build it is very strong and safe.
5. The Pigs decide that the brick house is the best and they all live together happily ever after.
2. Model the process using the Chamizal Boundary Issue.
3. Allow enough time to complete the worksheet.

Lsn #14:

Peaceful Reflections

Extend: give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real world situation

Subject Area:
Social Studies
Reading

Time Required:
Two or more 45 min class
periods

Skills:
Observation and description
Comparing and Contrasting
Critical thinking

Materials needed:
Chamizal Story Book
Peace Tales by Margaret Read
Macdonald

Guiding Questions:

- How can we use the lessons of diplomacy illustrated in the story of the Chamizal to help us make sound decisions in our own lives?
- What steps do good citizens carefully go through when trying to solve problems?
- Why is it so important to think of different ways to solve problems?

The Lesson: (Day 1)

*Introduce the Peace making process through literature connections.
Read some folk tales from Margaret Read Macdonald's collection of Peace Tales.*

1. Open the lesson with a discussion of the nature of peace. Allow students to compare understandings of what peace encompasses. Ask students how peace can be achieved then record some of their ideas.
2. To illustrate that peace is a choice, contrast the idea with the alternative, war, by reading "Two Goats on a Bridge" (pg 5 Peace Tales) a Russian Fable from the Pathway to War section of our literature model.
Ask students why this is considered a pathway to war. Can they think of any other folktales or fables that illustrate the same idea?
3. Now have students write their own fable to teach how fruitless is the battle of stubbornness. Remind them that fables usually have animals that take on the qualities of humans and teach us a lesson through their antics.
4. Allow students enough time to complete composition and perhaps illustrate the story for display.

Lsn #14:

Peaceful Reflections

Extend: give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real world situation

The Lesson (Day 2)

Promote the Peace making process through literature connections. Read some folk tales from Margaret Read Macdonald's collection of Peace Tales

5. Open the lesson with an author's sharing of the fables depicting stubbornness. Discuss the successes of the authors and follow through with a review of the peacemaking process. First, one must choose peace. It is not an easy choice, but one that will resolve issues unlike those illustrated in the classroom fables. The next step is to understand the needs of others. Step three is to compromise. This often requires cooperation and respect. The final step is to work constantly to improve the understanding and compromise. It is through this mutual respect, cooperation and understanding that peace can thrive.
6. Return to the "Two Goats on a Bridge" (pg 53 in Peace Tales). Now discuss how the goats, by choosing peace, were able to meet their needs. Follow up with one more selection, "Heaven and Hell" (pg 72) to further emphasize the need for cooperation.
7. To dispell the misconception that many people have that peace and freedom are the same, remind them that peace often is achieved by giving up some freedoms. It is because of these compromises that peaceful resolutions are so valued. The Chamizal National Memorial was established to commemorate one such peaceful settlement. Peace is a choice and requires careful concideration and compromise. The Memorial celebrates the triumph of diplomacy as a way to resolve international conflict. The international boundary dispute took over 100 years to resolve and did not come without costs. Wars were fought, lives lost, people displaced until an peaceful, equitable solution was resolved. The Memorial is here to foster and understanding and appreciation of the causes and consequences of the Chamizal dispute and its resolution. Through interpretation, educational outreach, as well as performing and visual arts, the park works to increase the visitor's cultural awareness of the United States and Mexico.
8. In celebration of the success of peaceful negotiations and those actions of individuals initiating these resolution processes, read "Holding Up the Sky" (pg 99), a tale from China. This story illustrates the importance of the individual in the peace-making process. After reading this story, ask students what they could do to help solve some of the problems that they feel need peaceful resolutions. How would they approach the problem? They may choose to use the Decision making graphic organizer or Problem/solution graphic organizer to help them organize their thoughts. They may choose to work with a partner in resolving these issues.
9. Allow enough time to complete this project (project may require several days to complete necessary research if formal resolutions are expected, overnight if informal representation in a classroom sharing experience)



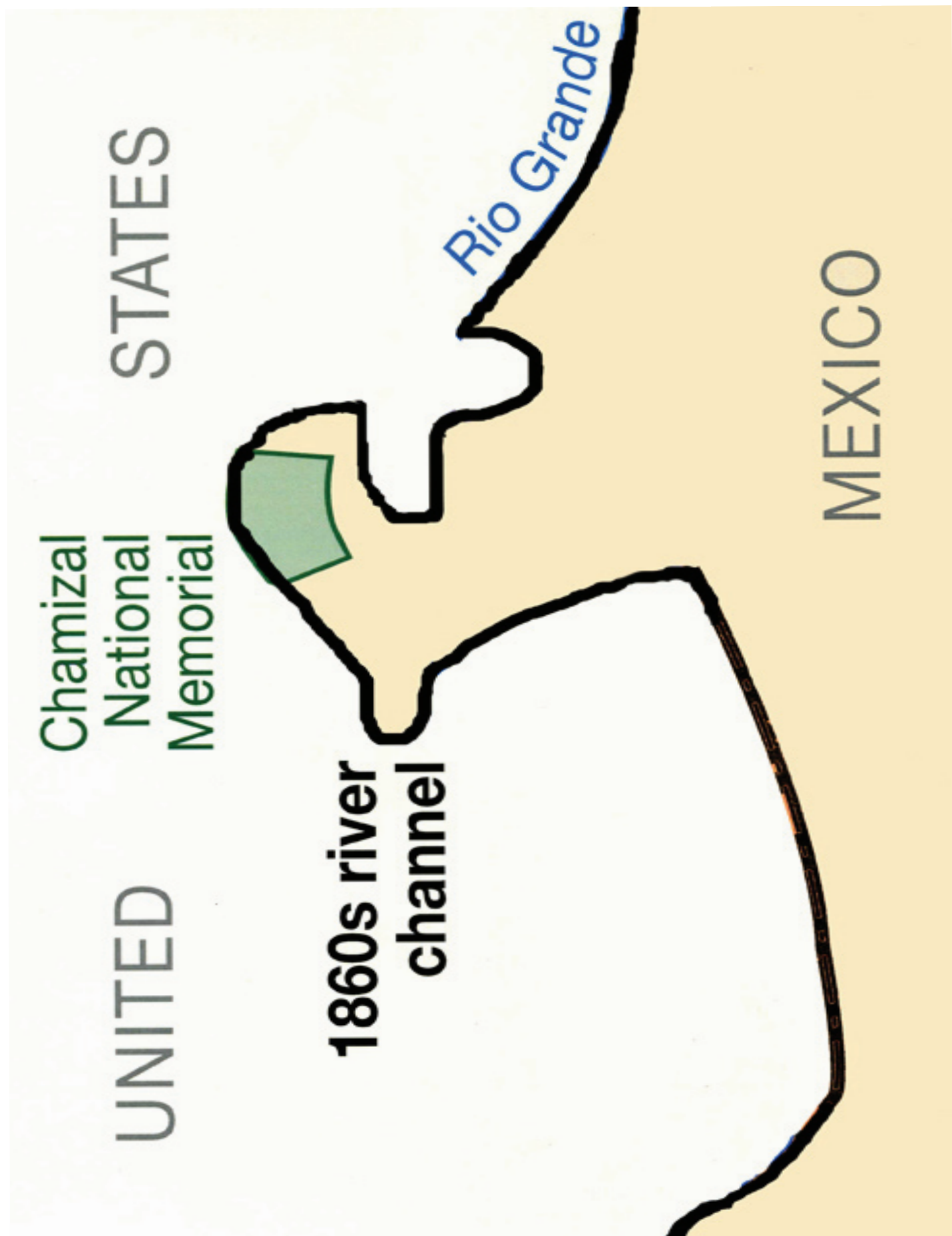
Unit 2

Handouts

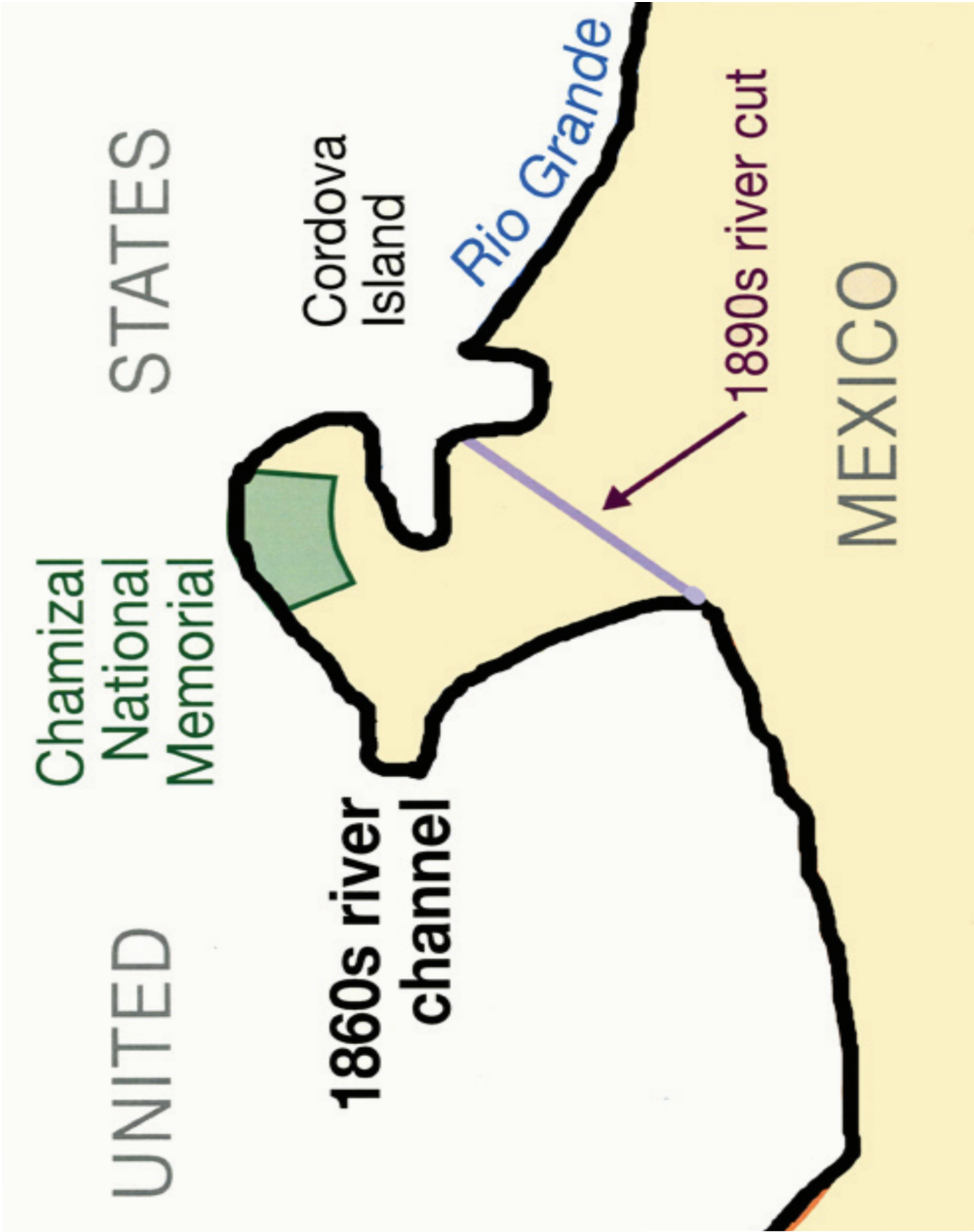
Blackline Masters:

- Flip book
- Time line
- Cause/Effect
- Problem Solving/Decision Making
- Rubric
- Evaluation





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UNITED

Chamizal
National
Memorial

STATES

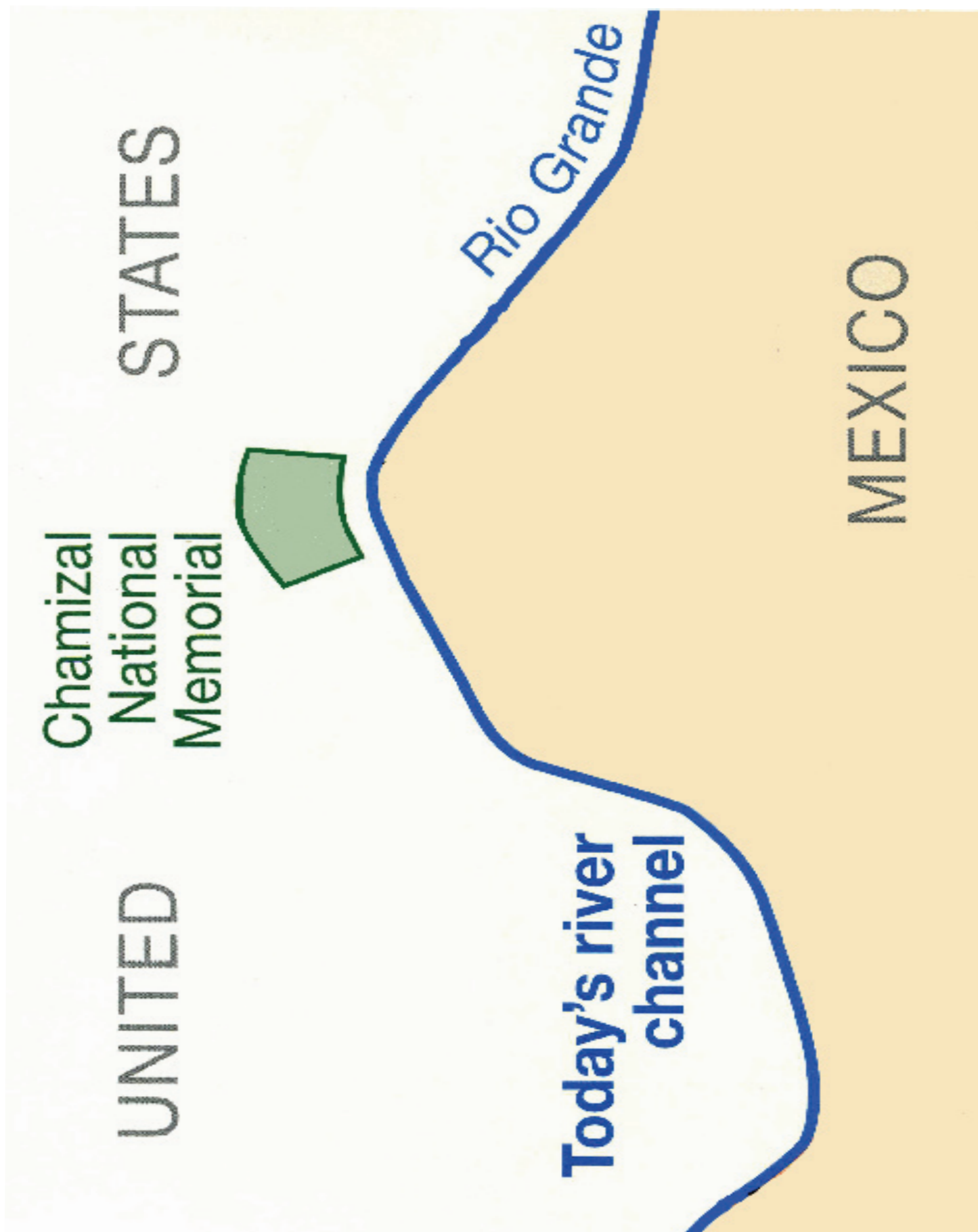


MEXICO

1965 river channel

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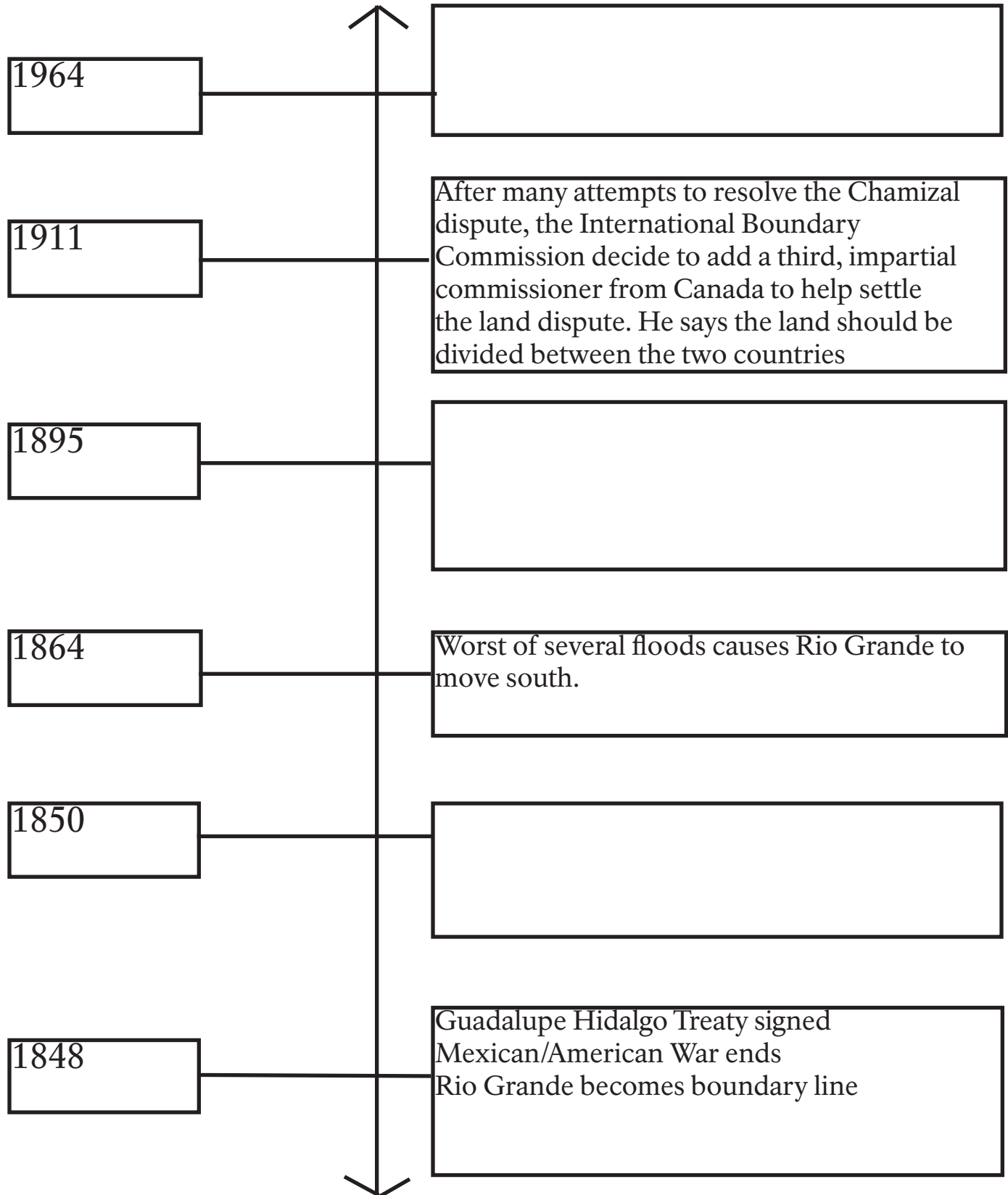


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Time Line

use this graphic organizer to help you remember which events came first and follow them through to the present. Match the event with the date using your Chamizal Story activity book to help with the details



match the cause with the effect. Draw a line to the best answer

Cause/Effect

1) Mexican/American War ends and new boundaries are established

2) Treaty of Guadalupe Hidalgo

3) River floods (avulsion) fast moving river water causes a new channel to form

4) Pedro I. Garcia files a complaint with the International Boundary Commission

5) U.S. President Johnson and Mexican President Lopez Mateos resolve the Chamizal dispute

a) a new concrete channel is formed and many people, homes and businesses have to be relocated.

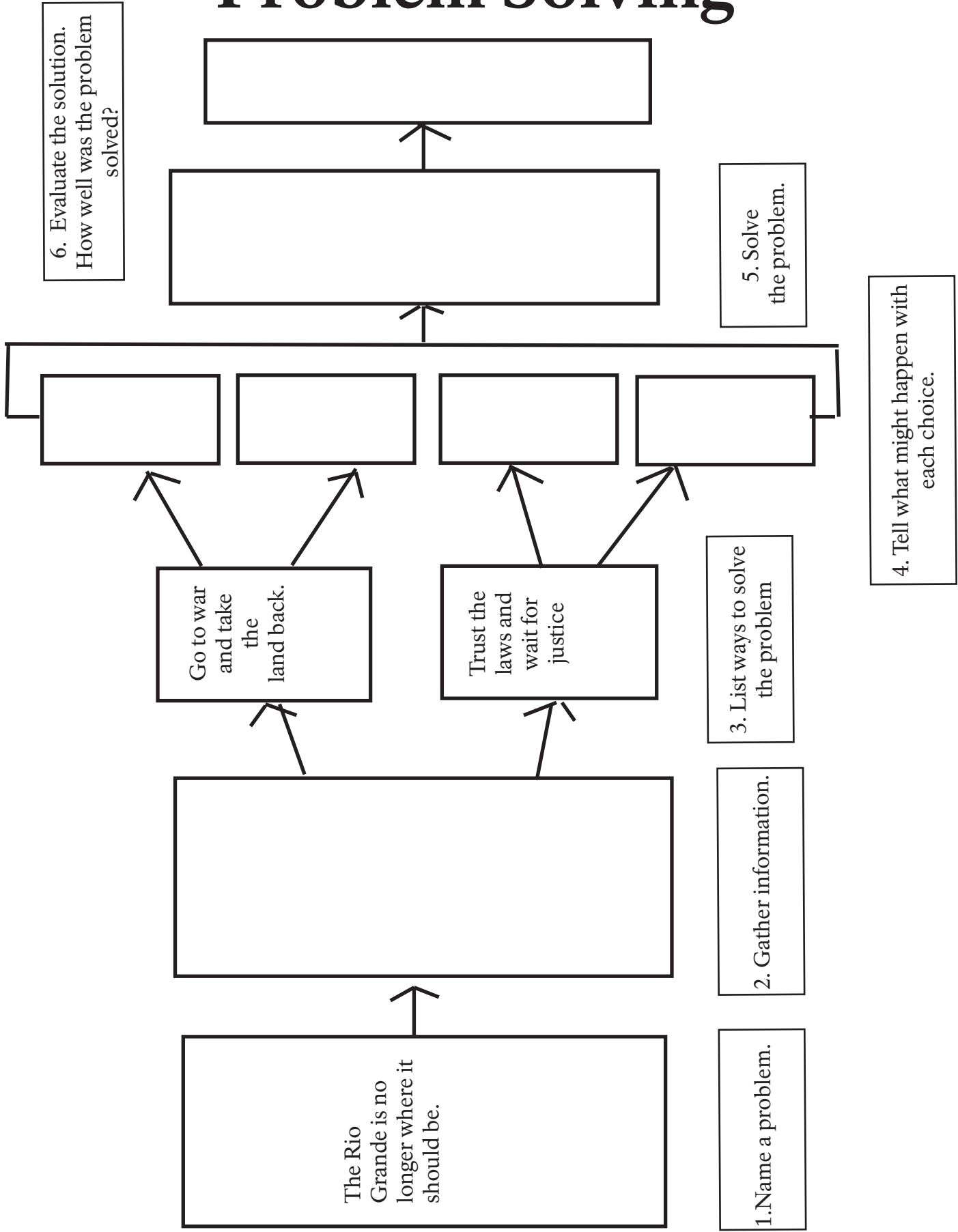
b) The International Boundary Commission decides where the new boundary belongs.

c) Some of his grandfather's land now lays on the United States side of the river and he wants it back.

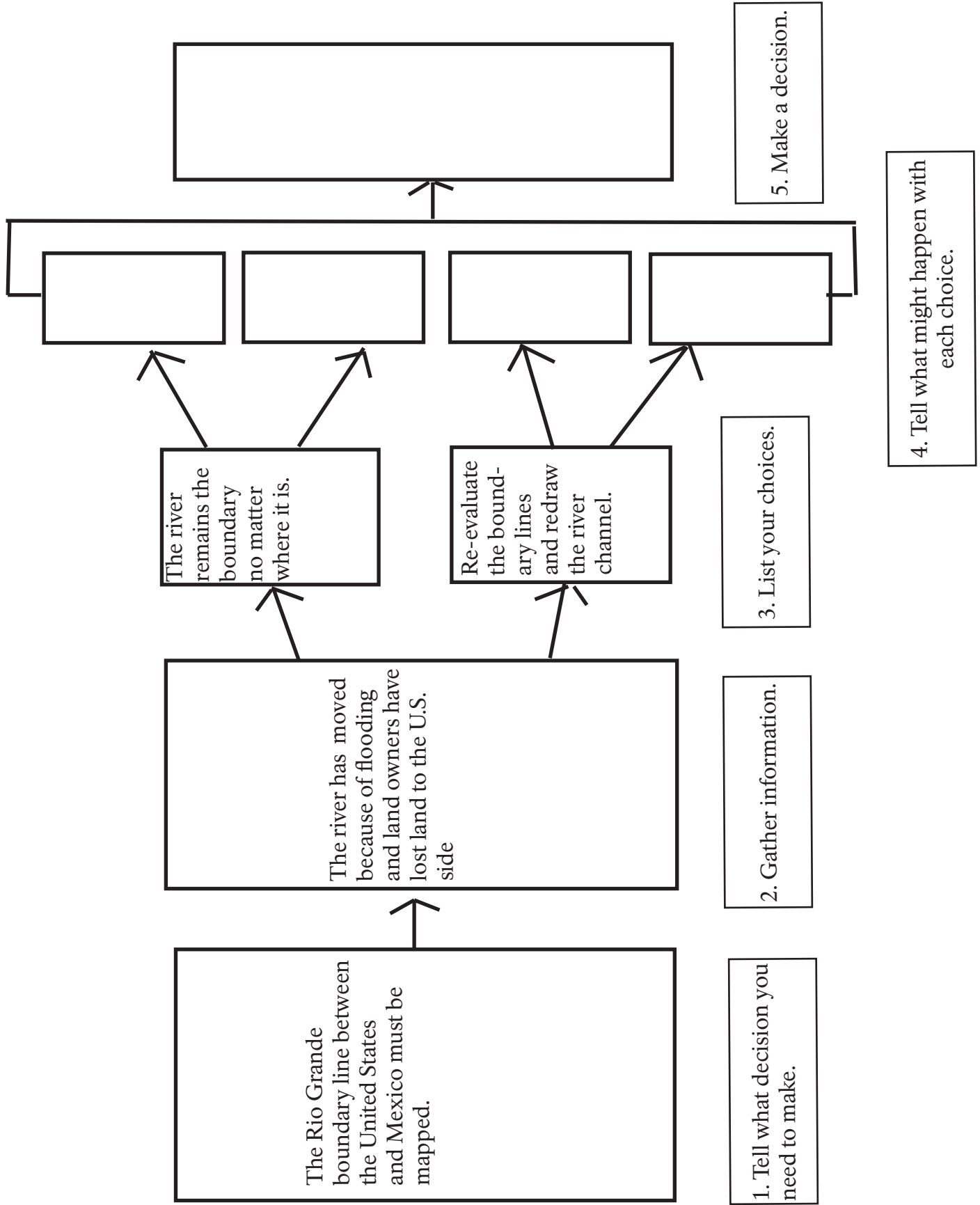
d) The United States gains land and the Rio Grande becomes the new border between Mexico and the United States.

e) the U.S. sends a team of surveyors to map the border.

Problem Solving



Decision Mapping



Unit 2-History Rubric

Student name: _____

category	Mastery 4 (25 pts each)	Proficient 3 (20 pts each)	Adequate 2 (15 pts each)	Needs Improvement 1 (10 pts each)
Cause/Effect	exhibits exceptional skills in accurately identifying causal relationships by using text as a support	exhibits proficient skills by accurately identifying many causal relationships by using text as a support	accurately identifies few causal relationships	exhibits poor or less than average degree of skills in accurately identifying casual relationships
Time line	exhibits exceptional critical thinking skills by accurately identifying all 3 significant events using text to support interpretation	exhibits proficient critical thinking skills by accurately identifying at least two significant events using text to support interpretation	exhibits adequate critical thinking skills by accurately identifying at least one of the significant events using text to support interpretation	exhibits poor or less than average degree of critical thinking skills by unsuccessfully identifying any of the significant events supported in text
Decision making	exhibits exceptional critical thinking skills by accurately identifying historic decision and supporting it with several possible outcomes in process thus establishing a connection of ideas and themes across texts	exhibits proficient critical thinking skills by accurately identifying historic decision and supporting it with some possible outcomes in decision making process thus making a fair connection of ideas and themes across texts	exhibits some critical thinking skills by accurately identifying historic decision and listing a few possible outcomes in process thus making a connection between text	exhibits poor organizational skills as work area is not clean or neat and student is often in need of assistance from others to complete a task
Problem Solving	exhibits extraordinary conversational skills and generously contributes to group discussions	exhibits proficient conversational skills and frequently contributes to group discussions	exhibits adequate conversational skills and occasionally contributes to group discussions	exhibits less than average conversational skills and seldom contributes to group discussion
Total points				

Evaluation

	agree whole- heartedly	agree somewhat	disagree somewhat	totally disagree
1. The lessons in this unit were effective teaching tools.				
2. The techniques in the lessons of this unit were easy to understand and apply.				
3. The resources provided for these lessons were adequate.				
4. The format was easy to read				
5. The instructions were clear, easy to follow.				
6. The lessons were easy to access and print				
7. I learned a great deal about the history of the Chamizal National Memorial Park.				
8. The lessons met my expectations.				
9. I will share these lessons with my colleagues.				
10. This unit has piqued my curiosity and I plan to contact the park for a future visit.				

Comments or suggestions

This publication was produced by Blanche Herrera through the Teacher-Ranger-Teacher Program as part of the Inter-Mountain Region of the National Parks Service.

For more information on other educational outreach programs please contact Julie Fonseca de Borges, Educational Specialist at
julie_fonseca_de_borges@nps.gov



Chamizal National Memorial

El Paso's National Park
800 S. San Marcial
El Paso, TX 79905
915-532-7273

<http://www.nps.gov/cham>